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ABSTRACT

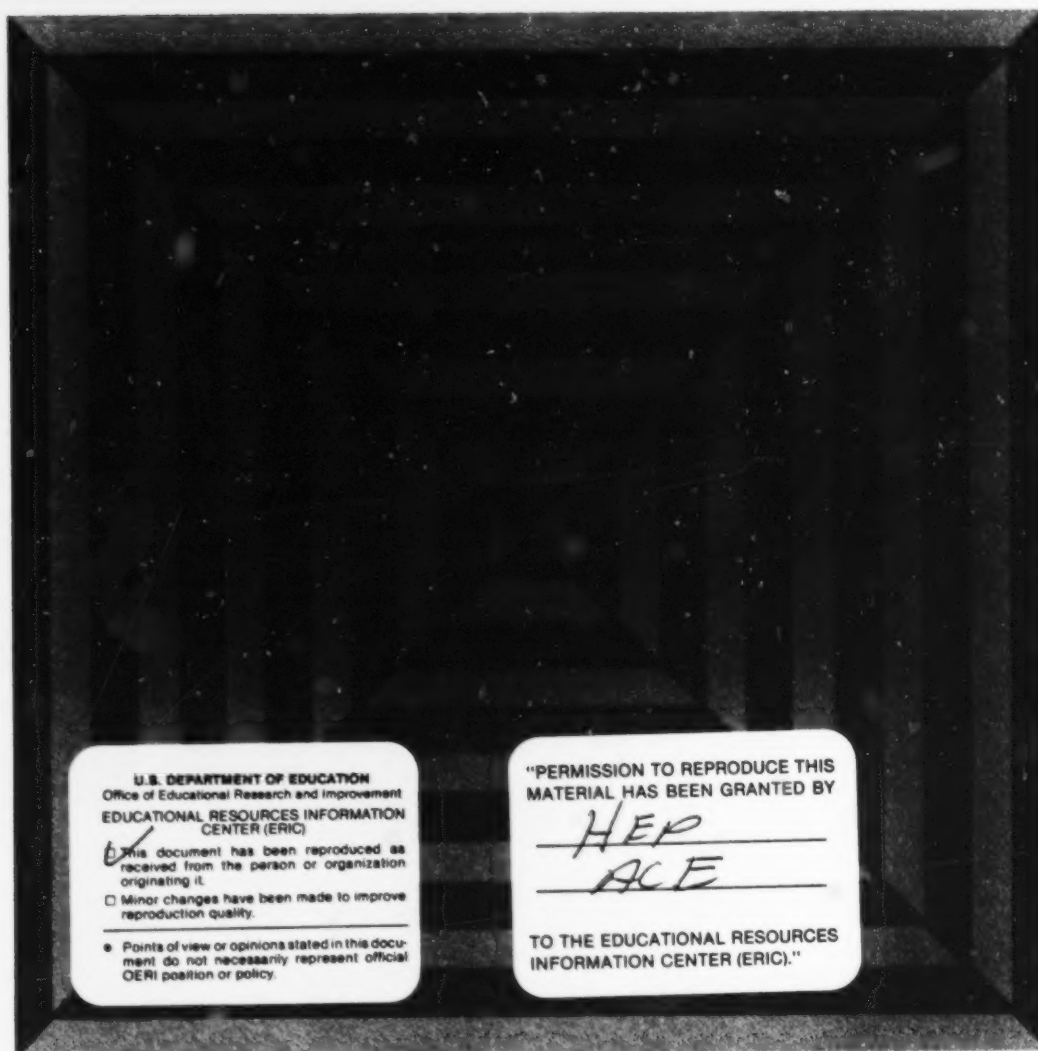
The status of colleges' credit-granting practices for nontraditional learning (attained outside legally authorized and accredited postsecondary institutions) was studied in 1986, along with credit-granting procedures for military learning experiences, business/industry training, credit by examination, and credit obtained through other assessment methods. National estimates of policies and actual use of nontraditional learning for academic credit were made, based on survey responses from of a nationally representative sample of 487 colleges. While 92% of all colleges were willing to admit students on the basis of credentials other than a traditional high school diploma, 80% of these institutions require some other form of academic certification. Examination results were the most accepted measure for granting academic credit for nontraditional learning. Learning acquired in the armed services and in business/industry training programs was accepted by three-quarters and two-fifths of colleges, respectively. Detailed statistical tables and the survey questionnaire are provided. (SW)

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ADMISSION AND CREDIT POLICIES FOR ADULT LEARNERS

Holly Hexter and Charles J. Andersen

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DECEMBER 1986



American Council on Education

HEP 945

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

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Admission and Credit Policies for Adult Learners

Holly Hexter and Charles J. Andersen

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HIGHLIGHTS

Admissions Policies

- Almost all institutions (92 percent) today have policies that permit students to matriculate without a traditional high school diploma.
- Four-fifths of the nation's colleges are willing to admit students without the traditional high school diploma but require some other form of academic certification, such as a General Educational Development (GED) equivalency certificate or diploma, adult education diplomas, or other tests.
- Roughly three-quarters of all institutions accept a high school equivalency credential based on GED tests. This represents 91 percent of all institutions that do not require a traditional high school diploma for entry but require some certification.
- About 120,000 freshmen, or roughly 5 percent of total freshmen enrollment, were admitted in fall 1985 on the basis of GED scores.

Credit Policies

- Nearly all institutions (97 percent) have policies permitting the acceptance of credit for learning acquired in noncollegiate settings.
- More than three-quarters of all colleges give credit for courses offered by the armed services. A smaller proportion, about two-fifths of the colleges, grant credit for occupational proficiency attained in the armed services.
- About two-fifths of the nation's colleges and universities grant credit for courses conducted by business and industry.
- Almost all colleges (93 percent) report the acceptance of credit based on standardized examinations. The most widely used exams are College Board College Level Examination Program (CLEP) subject exams (87 percent), CLEP general exams (68 percent), Advanced Placement exams (68 percent), and locally-developed exams (55 percent).
- Slightly more than a third of institutions use other assessment techniques to grant credit for learning acquired in noncollegiate settings. These techniques include assessment of students' portfolios, assessment by faculty committees, and assessment of occupational licenses or other formal certification.
- Recommendations published by the American Council on Education (ACE) for evaluating extra-institutional learning are widely used by institutions that grant credit for military learning, training sponsored by business and industry, and standardized examinations.

BACKGROUND

The American Council on Education provides advisory services to aid institutions in evaluating nontraditional, or extrainstitutional, learning and granting credit in line with academic standards. This survey was undertaken to assess the status of colleges' credit-granting practices for nontraditional learning. ACE in 1979 had surveyed accredited postsecondary institutions (Cangialosi, 1981).¹

This survey was conducted through the Higher Education Panel, an ongoing survey research program of the American Council on Education. Administrators at a nationally representative sample of 487 institutions were mailed a six-page questionnaire (see Appendix A) that sought information on college policies and procedures for granting college credit for extrainstitutional learning and for admitting nontraditional students, i.e., first-time college applicants without a traditional high school diploma.

Although the questionnaire refers to learning acquired in a noncollegiate setting, this report will use the more manageable term extrainstitutional learning. Extrainstitutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary institutions.

Institutions were further asked to provide specific information about their credit granting procedures for military learning experiences, training by business

and industry, credit by examination, and credit obtained through other assessment methods.

Questionnaires were mailed on March 28, 1986. By the end of July, 391 usable responses, or 80 percent of those surveyed, were received. A description of the survey procedures, including sampling and weighting, is found in Appendix B.

This report presents national estimates of the policies and actual use of extrainstitutional learning for academic credit. Whenever relevant, comparisons are made between policies of public institutions and those of independent institutions.

The questionnaire sought information on numbers of students and credits awarded for extrainstitutional learning with the use of ACE recommendations. The counts of students and credits awarded must be regarded as general estimates. A substantial number of institutions in the sample reported estimates in lieu of actual figures. That some institutions do not appear to keep separate records on the amount of credit awarded for extrainstitutional learning may reflect the increasing acceptance of these forms of learning as meritorious of academic credit.

¹ Judith Cangialosi "Credit-Granting Practices for Extrainstitutional Learning in Postsecondary Education Institutions: Report of a Survey," *College and University* (Fall 1981): 39-60.

FINDINGS

Admissions Policies

The student who has earned a high school credential other than the traditional high school diploma can gain entry to most of the nation's colleges and universities. In 1986, 92 percent of all institutions admit students without traditional high school diplomas (see Table 1). Public institutions are more likely to do so than independent institutions (97 percent to 88 percent).

Eighty percent of the nation's colleges admit students without the traditional diploma but do require another form of academic certification.

Roughly three-quarters of all institutions accept a high school equivalency credential based on General Educational Development (GED) tests. This represents 91 percent of institutions that do not require a traditional high school diploma for entry (see Table 2). Some 46 percent of institutions not requiring a

traditional diploma accept instead an adult high school diploma, while 42 percent accept minimum GED test scores. About 20 percent accept a competency-based high school diploma. Small proportions of institutions use external diplomas, local tests, interviews, work experience, or portfolio evaluation as criteria for admission (see Table 2).

As stated above, almost all colleges accept credentials other than traditional high school diplomas for entry. Of these, roughly three-quarters require additional test scores, such as SATs, ACTs, or CLEPs, from first-time applicants. Independent institutions are more likely than public institutions (79 percent to 67 percent, respectively) to require these scores (see Table 3). Independent institutions are almost twice as likely to require Scholastic Aptitude Test (SAT) results, and slightly more likely to ask for American College Testing Program (ACT) scores.

Of institutions not requiring a traditional high school diploma, most—87 percent—will accept GED test scores that are in line with state requirements (Table 5).

About 120,000 freshmen were admitted to colleges in fall 1985 on the basis of GED scores. They accounted for close to 5 percent of the total first-time enrollment that fall. Nearly all—90 percent—of these students enrolled in public institutions. Table 6 shows that GED admissions accounted for a greater proportion of part-time than of full-time students. Further analysis also shows that two-year institutions account for the largest share of GED admissions.

Credit Policies

The student who brings evidence of learning acquired outside a college setting is widely welcomed by almost all of the nation's colleges and universities. Ninety-seven percent of them are willing to grant credit for coursework, exams, or other learning acquired outside formal postsecondary education (see Table 7).

Despite the almost universal willingness to accept credit for extrainstitutional learning, survey results indicate that frequent application of credit is less widespread.

Most colleges—roughly 70 percent of the institutions—that grant credit for learning acquired in noncollegiate settings have written policies for accepting such credits (Table 8). Few colleges set time limits on the acceptance of credits, either those earned traditionally or nontraditionally; independent colleges are more likely to do so than public institutions. Academic areas such as engineering and health sciences, fields in which knowledge is changing rapidly, are more likely than others to have time limits on accepting credit.

The most widely accepted form of assessing extra-institutional learning is by examination scores (see Table A below). Ninety-three percent of all institutions grant credit based on the results of standardized tests. Training provided by the armed services is the second most widely adopted form; 77 percent of all institutions report they give credit for courses offered by the military. Some 40 percent of institutions report willingness to award credit for occupational proficiency acquired in the armed services.

Though less widely used, a substantial number of institutions (38 percent) are willing to grant credit for courses sponsored by business and industry. About the same proportion of institutions—36 percent—accept evaluation of various skills and accomplishments through such means as portfolio or product assessment, occupational licensing assessment, and so forth.

TABLE A—Institutions That Grant Credit for Learning Acquired in Noncollegiate Settings,
By Type of Setting and Control of Institution
(In Percentages)

Setting	All Institutions (N = 3, 101)	Public Institutions (N = 1,454)	Independent Institutions (N = 1,647)
Examination	93	96	91
Courses offered by the armed services	77	82	73
Military occupational proficiency	40	48	34
Courses offered by business and industry	38	37	39
Other assessment techniques	36	43	30

Credit for Military Learning Experiences

Credit for learning acquired while serving in the armed forces is widely accepted by postsecondary institutions. More than three-quarters of all colleges give credit for courses offered by the armed services (Table 10). A greater proportion of public institutions than independent institutions, 81 percent to 73 percent, grant credit for military courses. Institutions were asked whether they granted credit for formal courses taken at a limited number of schools, such as the Defense Language Institute or the U. S. Army Academy of Health Sciences, or at a number of training facilities. As Table B shows, most institutions accept credits from numerous military institutions rather than from a select number of schools.

A smaller proportion, about two-fifths of colleges, grant credit for occupational proficiency attained in the armed services. Again, public institutions are more likely than independent institutions to recognize such learning through the award of credit.

The application of credit for military learning experiences to different academic programs varies considerably. While most institutions reported that the awarding of credit varies according to the type of training and the academic program in which the student is currently enrolled, one-fifth of institutions that grant such credit accept the credit in all undergraduate programs (Table 11).

Most of the institutions granting credit for coursework or occupational proficiency do so on the basis of ACE recommendations contained in *The Guide to the Evaluation of Educational Experiences in the Armed Services* (see Table 12). Ninety-seven percent of these institutions use the *ACE Military Guide* to award credit for military courses, and 54 percent of institutions use the *Guide* to award credit for military occupational proficiency.

When credit is granted, almost all the institutions (96 percent) apply the credit to lower-division baccalaureate or associate degree programs. About half of the institutions are willing to apply credit to upper-division baccalaureate degree programs. That a larger share of the independent institutions than public institutions—72 percent to 28 percent—applies credit at this level reflects the presence of many community colleges in the data for public institutions.

Policy at many colleges permits the award of credit for military learning, but its frequent application is found at a somewhat smaller number of institutions. For instance, while more than two-thirds of the institutions permit credits to be applied to courses in the major and to general education or distribution requirements, fewer than one-fifth report the frequent use of credits for those purposes (Table 13).

A slight majority of institutions—56 percent—place no restrictions on the number of credits that may be granted for military learning. Of the 44 percent of institutions that do set a credit limit, most permit at least 25 semester hours or their equivalent.

Colleges report that an estimated 56,419 students received more than 440,000 semester credits, or 8 credits per student, for military learning in the 1984–85 academic year (Table 9). Eighty-six percent of these students were enrolled in public institutions.

The figures for students and credits granted should be viewed with some caution, however, as data for roughly four-fifths of the institutions for which figures were reported were estimates.

TABLE B—Institutions That Grant Credit for Armed Services' Learning Experiences
(In Percentages)

	All Institutions	Public Institutions	Independent Institutions
Institutions granting credit for:			
Courses offered at:			
Selected armed forces' schools	9	10	8
Many armed forces' schools	68	71	65
Military occupational proficiency ^a	40	48	34

^aSome institutions grant credit for both courses and occupational proficiency.

Credit for Courses Offered By Business and Industry

About two-fifths of the nation's colleges and universities grant credit for courses given by business and industry. As Table 14 shows, roughly the same proportion of public and independent institutions give credit for such coursework. Most of those institutions say they restrict giving such credit to certain programs; only 13 percent will award credit in all academic programs.

Three-fifths of the institutions that grant credit for courses offered by business and industry use ACE's *National Guide to Educational Credit for Training Programs* as a basis for awarding credit (Table 15). A greater proportion of independent institutions than public institutions—69 percent compared with 57 percent—make use of ACE recommendations in awarding credit.

Nearly all institutions (99 percent) grant credit for courses given by business and industry at the lower division baccalaureate and associate degree level. Slightly more than half apply the credits at the upper division baccalaureate level.

Although many institutions have policies that permit credits from business and industry to be applied to various types of courses and degree requirements, they are applied on a limited basis (see Table 16). Institutions commonly allow such training to satisfy credits for electives; but even so, only slightly more than one-third report doing so frequently. Public institutions are much more likely than independent institutions to grant credits for business and industry courses on a frequent basis.

About half of the institutions granting credit set limits on the number of such credits that can be applied to a student's degree requirements. Of those that set a maximum, most permit at least 25 semester hours.

Colleges estimated that in the 1984–85 academic year, about 4,800 students earned 27,300 credits for courses given by business and industry, or slightly less than six credits per student (Table 9).

Credit By Examination

Examinations are the most widely used means of granting credit for extracurricular learning. Ninety-three percent of institutions are willing to grant college credit on the basis of standardized tests. Public institutions are slightly more likely than independent colleges and universities (96 percent and 91 percent, respectively) to do so.

Most institutions (87 percent) use the College Board's College-Level Examination Program (CLEP) subject exams. CLEP general exams, Advanced Placement exams, and faculty-developed exams were used by 68 percent, 68 percent, and 55 percent, respectively, of institutions (see Table C). A higher proportion of public institutions than independent institutions use CLEP general exams, while a greater share of independent institutions use Advanced Placement tests.

Smaller proportions of institutions use results from the American College Testing Program (ACT), the Defense Activity for Nontraditional Educational Support (DANTES) Subject Standardized Tests (SSTs), College Board achievement tests, and national and state licensure or certification exams (Table 18).

Some 44 percent of institutions that grant credit by exam rely on ACE's *Guide to Educational Credit by Examination* to make credit award decisions.

Almost all institutions that grant credit by exam apply it to coursework at the lower division baccalaureate or associate degree level. Half of the institutions apply the credit at the upper division baccalaureate level, depending, of course, on the content of the examination.

The difference between permitted and frequent application of credit by exam for coursework is wide (Table 19). More than two-thirds of institutions say credit may be granted to satisfy electives or general distribution requirements; however, only one-third of the institutions say they apply credits frequently to these areas.

TABLE C—Examinations Used to Grant Credit, by Control of Institution Using Them
(In Percentages)

Examination	All Institutions (N = 2,896)	Public Institutions (N = 1,394)	Independent Institutions (N = 1,502)
CLEP subject exams	87	89	85
CLEP general exams	68	75	63
Advanced Placement	68	63	72
Faculty-developed exams	55	58	53
DANTES SST	37	41	34

Most institutions—almost two-thirds—set a maximum number of credits that may be granted for the results of standardized examinations. In most cases, the limit exceeds 25 credits.

In 1984-85, institutions estimated that 65,326 students were granted 350,800 credits, or 5 credits per student, toward college work based on their performance on examinations (Table 9).

Credit for Other Forms of Extracurricular Learning

Slightly more than one-third of all colleges and universities use assessment techniques other than the ones described above to grant credit for extracurricular learning (see Table 20). Public institutions are more likely than independent colleges to use these techniques, which include portfolio assessment, faculty committee assessment, interviews, evaluation of occupational licenses or certification, and hands-on

demonstrations.

About two-thirds of the institutions that make use of these techniques use assessment of students' portfolios; slightly more than one-half use assessments by faculty committees; and roughly two-fifths use occupational licenses or certification (Table 21).

Credit granted through these alternative methods is generally applied at the lower-division baccalaureate or associate degree level. Although the credit may be applied to a wide range of courses and degree requirements, one-fifth of institutions say they are frequently applied to electives. Most institutions, particularly those in the independent sector, limit the number of credits awarded using these techniques (Table 22).

Colleges estimated that about 39,700 students were granted 296,300 credits, or 8 credits per student, through these various means in the 1984-85 academic year (Table 23).

SUMMARY

This survey's findings on the status of admissions and credit-granting practices indicated that almost all colleges and universities are willing to admit students on the basis of credentials other than a traditional high school diploma. Most of these institutions, however, do require some other form of academic certification, with the GED high school equivalency credential accepted by nearly all (91 percent).

Nearly all institutions are willing to grant academic credit for extracurricular learning, but, of course, in practice they limit the awarding of such credit. Examination results remain the most readily accepted measure of extracurricular learning. Learning acquired in the armed services and in business and industry training programs is accepted by three-quarters and two-fifths of all institutions, respectively.

DETAILED STATISTICAL TABLES

TABLE 1—Institutions That Require Traditional High School Diploma for Admission, by Control, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions	3,101	100.0	1,454	100.0	1,647	100.0
Institutions that require a traditional high school diploma	237	7.6	40	2.8	197	11.9
Institutions that do not require a traditional high school diploma	2,864	92.4	1,414	97.2	1,450	88.1
No certification required	325	10.5	287	19.7	38	2.3
Some certification required	2,540	81.9	1,127	77.5	1,413	85.8

TABLE 2—Institutions* That Require Certification, by Type of Certification and Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions*	2,540	100.0	1,127	100.0	1,413	100.0
Institutions accepting:						
GED credential	2,304	90.7	1,005	89.1	1,300	92.0
Minimum GED scores	1,066	42.0	505	44.8	561	39.7
Adult high school diploma	1,166	45.9	517	45.9	649	45.9
Competency-based high school diploma	457	18.0	191	17.0	266	18.8
External diploma	292	11.5	105	9.3	187	13.3
Local tests	129	5.1	73	6.5	56	3.9
Interviews	284	11.2	160	14.2	124	8.8
Work experience	136	5.4	37	3.3	99	7.0
Portfolio evaluation	141	5.6	64	5.7	77	5.5
Other credential	224	8.8	144	12.8	80	5.6

*Institutions that do not require a traditional high school diploma, but do require some sort of certification.

TABLE 3—Institutions That Require Test Scores, by Type of Test, and Control and Type of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All Institutions*	2,864	100.0	1,414	100.0	1,450	100.0
Institutions not requiring additional test scores	770	26.9	471	33.3	299	20.6
Institutions requiring test scores:	2,094	73.1	943	66.7	1,151	79.4
Institutions requiring SAT	1,315	45.9	462	32.7	853	58.8
Institutions requiring ACT	1,349	47.1	601	42.5	747	51.5
Institutions requiring CLEP	64	2.2	11	0.8	53	3.7
Institutions requiring other tests	541	18.9	374	26.4	167	11.5

*Institutions that do not require a traditional high school diploma.

TABLE 4—Comparison of Test Requirements, by Diploma Status of Students and Control of Institution, 1986

Test	Percent of Institutions ^a Requiring Test Scores From	
	Students With A Traditional Diploma	Students Without A Traditional Diploma
	All Institutions (N = 2,094)	
Scholastic Aptitude Test (SAT)	62.7	36.8
American College Testing Program (ACT)	64.2	38.6
College-Level Examination Program (CLEP)	3.1	0.4
Other tests	22.6	22.3
	Public Institutions (N = 943)	
SAT	48.7	29.1
ACT	63.2	37.9
CLEP	1.2	0.5
Other tests	36.7	35.4
	Independent Institutions (N = 1,151)	
SAT	74.1	43.0
ACT	64.9	39.2
CLEP	4.6	0.3
Other tests	11.0	11.5

*Institutions that do not require a traditional diploma but do require test scores.

TABLE 5—Use of State GED Test Score Requirements, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions that do not require a traditional high school diploma	2,864	100.0	1,414	100.0	1,450	100.0
Institutions that accept students who meet state GED requirements	2,503	87.4	1,217	86.1	1,286	88.7
Institutions with GED requirements different from the state	265	9.3	125	8.8	140	9.7
Institutions that do not admit students on the basis of GED scores*	96	3.3	72	5.1	24	1.7

*Includes institutions that have no admissions requirements at all.

TABLE 6—Freshman Enrollment by Attendance Status, GED Admission Status, and by Control of Institution, 1985

	All Freshmen (000)	GED Freshmen ^a	
		Number (000)	As Percent of All Freshmen
		All Institutions	
Total	2,653.1	119.9	4.5
Full-time	1,731.7	62.1	3.6
Part-time	921.4	57.8	6.3
		Public Institutions	
Total	2,239.7	108.3	4.8
Full-time	1,372.2	53.1	3.9
Part-time	867.6	55.3	6.4
		Independent Institutions	
Total	413.4	11.6	2.8
Full-time	359.6	9.0	2.5
Part-time	53.8	2.6	4.8

*Freshmen admitted on the basis of GED scores, not a traditional high school diploma.

TABLE 7—Institutions, by Credit-granting Status and by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,647	100.0
Institutions that grant credit for extrainstitutional learning	3,016	97.3	1,434	98.6	1,582	96.1
Institutions that do not grant credit for extra-institutional learning	85	2.7	20	1.4	65	3.9

TABLE 8—Selected Policy Status of Institutions Granting Credit for Extrainstitutional Learning, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
Institutions that grant credit for extrainstitutional learning	3,016	100.0	1,434	100.0	1,582	100.0
Institutions with no written policy	923	30.6	261	18.2	662	41.8
Institutions with written policy	2,093	69.4	1,173	81.8	920	58.2
Institutions with no time limit on credit acceptance	2,819	93.5	1,386	96.7	1,433	90.6
Time limit on credit acceptance	197	6.5	48	3.3	149	9.4

TABLE 9—Estimated Number of Students That Received Credit and Amount of Credit Granted, by Type of Extrainstitutional Learning Experience and Control of Institution, 1984-85

Type of Learning Experience	Number of Students			Number of Credits Granted ^a		
	All Institutions	Public Institutions	Independent Institutions	All Institutions	Public Institutions	Independent Institutions
Armed services	56,419	48,735	7,684	440,624	378,078	62,547
Business and industry	4,815	2,931	1,883	27,298	16,708	10,590
Standardized examinations	65,326	49,051	16,275	350,800	269,298	81,502

^aCredit granted on the basis of recommendations in ACE's *Military Guide*, *National Guide*, and *Credit by Examination*.

TABLE 10—Institutions That Grant Credit for Learning Acquired in the Armed Services, by Type of Learning Experience and Control of Institution, 1986

Type of Learning and Credit-granting Status	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,657	100.0
Formal courses						
All institutions that grant credit	2,383	76.8	1,185	81.5	1,198	72.7
Institutions that grant credit for Courses at a limited number of armed services' schools	270	8.7	147	10.1	123	7.5
Courses at numerous (more than 3) training facilities	2,113	68.1	1,038	71.4	1,075	65.2
Institutions that do not grant credit	718	23.1	168	18.4	449	27.3
Military occupational proficiency						
Institutions that grant credit	1,252	40.4	693	47.7	559	34.0
Institutions that do not grant credit	1,849	59.6	761	52.3	1,088	66.0

TABLE 11—Breadth of Credit-granting Policies for Courses Offered by the Armed Services, by Control of Institution, 1986

Credit-granting Policies	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions ^a that grant credit	2,113	100.0	1,038	100.0	1,075	100.0
Institutions that grant credit						
In all undergraduate programs	452	21.4	191	18.4	260	24.2
In certain programs only	149	7.1	76	7.3	72	6.7
On a variable basis, i.e., depending on the military course and the institution's program	1,512	71.6	771	74.2	742	69.0

^a All institutions that grant credit for courses offered at numerous armed services training facilities.

TABLE 12—Institutions That Use ACE Recommendations for Armed Services Learning Experiences, by Type of Learning and Control of Institution, 1986

Type of Learning	Number	As a Percent of	
		Institutions That Use ACE Recommendations	All Institutions
All Institutions			
Institutions that use ACE recommendations for:			
Either or both types of learning (courses or military occupational proficiency)	2,033	100.0	65.6
Courses offered by the armed services	1,986	97.7	64.0
Military occupational proficiency	1,096	53.9	35.4
Public Institutions			
Either or both types of learning (courses or military occupational proficiency)	1,073	100.0	73.8
Courses offered by the armed services	1,041	97.0	71.6
Military occupational proficiency	623	58.0	42.8
Independent Institutions			
Either or both types of learning (courses or military occupational proficiency)	960	100.0	58.3
Courses offered by the armed services	945	98.4	57.4
Military occupational proficiency	474	49.3	28.8

TABLE 13—Percentage of Institutions That Grant Credit for Learning Acquired in the Armed Services, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 2,033)	Public Institutions (N = 1,073)	Independent Institutions (N = 960)
Level at which credit is granted:			
Vocational certificate	23.2	35.9	8.9
Lower division baccalaureate or associate degree	96.4	94.8	98.2
Upper division baccalaureate	48.5	27.9	71.5
Graduate degree	2.8	2.1	3.5
Courses to which credit may be applied:			
Courses in a student's major	68.7	77.3	59.1
Courses in a student's minor	55.0	55.0	55.1
Elective courses	64.6	68.3	60.4
General education or distribution course requirements	68.7	72.0	64.9
Courses to which credit is frequently applied:			
Courses in a student's major	9.0	10.9	6.9
Courses in a student's minor	5.4	4.4	6.6
Elective courses	36.4	41.9	30.2
General education or distribution course requirements	15.2	12.2	18.6
Maximum number of credits that can be granted:			
No maximum	55.5	46.4	65.8
Some maximum	44.5	53.6	34.2
Less than 15 credits	4.8	7.5	1.8
15 to 24 credits	6.9	7.8	5.9
More than 24 credits	32.8	38.3	26.6

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE Military Guide.

**TABLE 14—Institutions That Grant Credit for Courses Offered by Business and Industry,
by Control of Institution, 1986**

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.0	1,647	100.0
Credit given in some or all programs	1,191	38.4	542	37.3	649	39.4
In all programs	403	13.0	154	10.6	249	15.1
In some programs only	788	25.4	389	26.7	400	24.3
Credit not given	1,908	61.5	909	62.5	998	60.6

**TABLE 15—Use of ACE Credit Recommendations for Courses Offered by Business and Industry,
by Control and Type of Institution, 1986**

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions granting some credit for courses by business and industry	1,191	100.0	542	100.00	649	100.0
Institutions using ACE recommendations	758	63.6	309	56.9	449	69.2
Institutions not using ACE recommendations	433	36.4	234	43.1	200	30.8

TABLE 16—Percentage of Institutions That Grant Credit for Courses Offered by Business and Industry, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 758)	Public Institutions (N = 309)	Independent Institutions (N = 449)
Level at which credit is granted:			
Vocational certificate	24.3	39.2	14.1
Lower division baccalaureate or associate degree	98.6	97.3	99.5
Upper division baccalaureate	54.6	40.5	64.3
Graduate degree	2.7	4.5	1.4
Courses to which credit may be applied:			
Courses in a student's major	77.5	85.9	71.7
Courses in a student's minor	62.8	56.0	67.4
Elective courses	63.2	62.5	63.7
General education or distribution course requirements	76.1	71.1	79.5
Courses to which credit is frequently applied:			
Courses in a student's major	10.7	17.6	6.0
Courses in a student's minor	7.2	9.0	6.0
Elective courses	36.3	47.7	28.5
General education or distribution course requirements	13.7	11.4	15.2
Maximum number of credits that can be granted:			
No maximum	48.7	42.4	53.1
Some maximum	51.3	57.6	46.9
Less than 15 credits	5.9	8.5	4.1
15 to 24 credits	8.2	9.1	7.6
More than 24 credits	37.1	39.9	35.2

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE National Guide to Educational Credit for Training Programs.

TABLE 17—Institutions That Grant Credit for Standardized Examinations, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.00	1,647	100.0
Institutions that						
Grant credit based on the results of standardized examinations	2,896	93.4	1,394	95.9	1,502	91.2
Use ACE credit recommendations	1,284	41.4	615	42.3	668	40.6
Do not grant credit based on the results of standardized examinations	205	6.6	60	4.1	145	8.8

TABLE 18—Institutions That Grant Credit for Standardized Examinations by Type of Examination and Control of Institution, 1986

Type of Examination	Percentage of		
	All Institutions (N = 2,896)	Public Institutions (N = 1,454)	Independent Institutions (N = 1,647)
CLEP Subject exams	86.9	98.4	84.6
CLEP General exams	68.4	74.6	62.7
Advanced Placement	67.7	62.9	72.2
Faculty Development exams	55.2	57.7	53.0
DANTES Subject Standardized Tests (SSTs)	37.0	40.7	33.6
ACT Proficiency Examination Program (PEP)	17.8	15.5	19.9
ACT Achievement Battery	11.4	11.0	11.7
College Board Achievement Tests	10.8	9.2	12.3
N.Y. Regents	7.8	8.0	7.6
Licensure & certification exams, state	6.6	9.7	3.6
Licensure & certification exams, national	5.3	9.1	1.7
Thomas Edison College Exam Program	3.1	1.7	4.4
Professional association	3.0	4.0	2.1
State examinations	1.7	2.6	1.0
Other	2.7	2.5	3.0

TABLE 19—Percentage of Institutions That Grant Credit by Examination, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 1,284)	Public Institutions (N = 615)	Independent Institutions (N = 668)
Level at which credit is granted:			
Vocational certificate	21.0	33.6	9.5
Lower division baccalaureate or associate degree	96.4	96.3	96.5
Upper division baccalaureate	50.0	33.4	65.3
Graduate degree	1.2	1.9	0.5
Courses to which credit may be applied:			
Courses in a student's major	73.1	86.7	60.5
Courses in a student's minor	61.1	66.8	55.8
Elective courses	66.7	74.1	60.0
General education or distribution course requirements	73.0	77.0	69.4
Courses to which credit is frequently applied:			
Courses in a student's major	7.9	7.4	8.4
Courses in a student's minor	5.9	5.0	6.8
Elective courses	30.0	33.2	27.2
General education or distribution course requirements	33.0	27.2	38.3
Maximum number of credits that can be granted:			
No maximum	36.0	31.5	40.0
Some maximum	63.8	68.0	60.0
Less than 15 credits	7.7	6.1	9.1
15 to 24 credits	14.1	11.7	16.3
More than 24 credits	42.1	50.2	34.5

NOTE: Table shows percentages of institutions that base their award of credit on recommendations in the ACE Guide to Educational Credit by Examination.

TABLE 20—Institutions That Use Other Techniques to Grant Credit for Extracurricular Learning, by Control of Institution, 1986

	All Institutions		Public Institutions		Independent Institutions	
	Number	Percent	Number	Percent	Number	Percent
All institutions	3,101	100.0	1,454	100.00	1,647	100.0
Institutions that:						
Use other techniques to grant credit	1,124	36.2	623	42.8	501	30.4
Do not use other techniques	1,977	57.2	831	57.2	1,146	69.6

TABLE 21—Percentage of Institutions That Use Other Techniques to Grant Credit for Extracurricular Learning, by Assessment Technique and Control of Institution, 1986

Assessment Technique	Percentage of		
	All Institutions (N = 1,124)	Public Institutions (N = 623)	Independent Institutions (N = 501)
Portfolio assessment	63.7	61.7	66.2
Faculty committee assessment	54.4	46.2	64.6
Assessment of occupational license or certificate	39.3	48.0	28.6
Personal interview	32.3	28.2	37.4
Hands-on demonstration	22.5	29.1	14.4
Product assessment	14.4	6.6	24.2
Other techniques	15.0	22.4	5.9

TABLE 22—Percentage of Institutions That Grant Credit for Other Extracurricular Learning, by Level, Type of Course, Frequency and Limits on Application of Credit, and by Control of Institution, 1986

	Percentage of		
	All Institutions (N = 1,124)	Public Institutions (N = 623)	Independent Institutions (N = 501)
Level at which credit is granted:			
Vocational certificate	33.0	49.4	12.6
Lower division baccalaureate or associate degree	94.2	92.4	96.5
Upper division baccalaureate	40.2	19.8	65.6
Graduate degree	2.6	3.2	1.8
Courses to which credit may be applied:			
Courses in a student's major	80.5	80.6	80.4
Courses in a student's minor	57.5	59.3	55.3
Elective courses	76.5	80.5	71.5
General education or distribution course requirements	63.9	64.6	63.0
Courses to which credit is frequently applied:			
Courses in a student's major	12.7	13.0	12.4
Courses in a student's minor	5.1	4.3	6.0
Elective courses	21.9	23.7	19.7
General education or distribution course requirements	13.7	11.4	16.7
Maximum number of credits that can be granted:			
No maximum	37.8	43.1	31.2
Some maximum	62.2	56.9	68.8
Less than 15 credits	11.8	3.5	22.0
15 to 24 credits	14.0	17.8	9.2
More than 24 credits	36.5	35.6	37.6

TABLE 23—Students That Received Credit and Credits Granted on the Basis of Other Assessment Techniques, by Control of Institution, 1985

Control of Institution	Number of	
	Students Granted Credit	Credits Granted
All Institutions	39,674	296,317
Public institutions	28,031	228,861
Independent institutions	11,644	67,456

TABLE 24—Percentage of Institutions That Estimated Student and Credit Counts for Extracurricular Learning, 1985

Source of Credit	Percentage of Institutions That Provided Estimates ^a for	
	Number of Students	Number of Credits
All Institutions		
Armed Services	80.6	78.6
Business and Industry	63.8	64.7
Examination	84.6	83.5
Other Techniques	72.0	75.5
Public Institutions		
Armed Services	88.8	87.9
Business and Industry	80.7	79.2
Examination	88.9	86.5
Other Techniques	79.9	82.1
Independent Institutions		
Armed Services	71.4	68.3
Business and Industry	52.2	54.8
Examination	80.6	80.6
Other Techniques	62.2	67.3

^aEstimates, in contrast to "hard data," were provided by most institutions. The base for the percentages for the first three sources of credit was the number of institutions that used ACE recommendations as a basis for granting credit.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

March 28, 1986

Dear Higher Education Panel Representative:

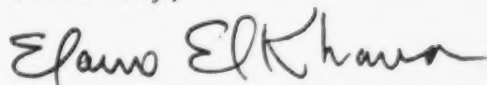
Attached is Higher Education Panel Survey No. 72, Admission and Credit Policies for Adult Learners. Sponsored by the Council's Office on Educational Credit and Credentials (OECC), the survey is intended to update information obtained from earlier studies undertaken by OECC on (1) admission policies for adults who have earned high school equivalency credentials and (2) institutional procedures for evaluating and awarding credit for learning acquired in noncollegiate settings.

Information about these policies and procedures will be valuable in advising the more than 200,000 adults who successfully completed the General Educational Development (GED) Test and enroll in postsecondary education institutions each year. It will also assist countless others who acquire college-level learning while in the military, at work, through professional and voluntary activities, or through independent reading or travel.

This survey may be most appropriately completed by the admissions officer, or registrar, at your institution. Your institution's responses will be held in strict confidence. As with all our surveys the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please have the completed questionnaire returned to us by May 2, 1986 in the enclosed postage paid, preaddressed envelope. Your timely response is needed to make the results comprehensive and reliable. If you have any problems or questions, please do not hesitate to telephone us collect at (202) 939-9445. Thank you for your assistance.

Sincerely,



Elaine El-Khawas
Vice President for
Policy Analysis and Research

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

ADMISSION AND CREDIT POLICIES FOR ADULT LEARNERS

This questionnaire seeks information on institutional policies regarding—

- granting credit for learning acquired in noncollegiate settings
- admission of adults who have earned high school equivalency credentials based on the Tests of General Educational Development (GED)
- credit awards based on the credit recommendations contained in:

The Guide to the Evaluation of Educational Experiences in the Armed Services
hereafter referred to as *Military Guide*

The National Guide to Credit Recommendations for Training Programs
hereafter referred to as *National Guide*

Guide to Credit by Examination
hereafter referred to as *CBE Guide*

A. What calendar system did your institution use in 1984-85?

- ☐ semester system
- ☐ quarter system
- ☐ other; specify.

B. What is the minimum number of credit hours required to earn an associate or baccalaureate degree at your institution?

- _____ hours for an associate degree
- ☐ associate degree is not offered
- _____ hours for a baccalaureate degree
- ☐ baccalaureate degree is not offered

SECTION I—GENERAL POLICIES AND PROCEDURES

1. Does your institution grant credit for learning acquired in any noncollegiate settings, e.g. on the basis of examinations, credit recommendations for military training, portfolio evaluations?

_____ No. If no, go to section II. _____ Yes

2. a Does your institution have a written policy for granting credit for learning acquired in noncollegiate settings?

_____ No. If no, go to item 2b.

_____ Yes. If yes, go to item 2c.

Comment. _____

b. Do subdivisions within the institution (colleges, schools, departments, etc.) have a written policy?

_____ No. If no, go to item 3.

_____ Yes. If yes, specify which subdivisions have such a written policy? _____

c. Does your institution have written procedures for implementing the policy?

_____ No; go to item 4. _____ Yes; go to item 4.

3. If there is no written policy, but credit is, in fact, granted for learning acquired in noncollegiate settings, who makes the decision to grant the credit?

Admissions officer _____

Registrar _____

Other; specify _____

4. At some institutions there is a time limit after which credits cannot be accepted to satisfy degree requirements. For example, an institution might accept credits that are ten years old, but not 12 years old. Does your institution have such a credit acceptance time limit?

a. For courses taken at this institution—

_____ there is no time limit.

_____ there is a limit which is _____ years

b. For courses taken at another postsecondary institution—

_____ there is no time limit.

_____ there is a limit which is _____ years

c. For learning acquired in noncollegiate settings—

_____ there is no time limit.

_____ there is a limit which is _____ years

d. _____ The time limit varies according to field of study. Example: a time limit for credits in computer technology might be different from the time limit for credits in English.

Comment. _____

SECTION II. ADMISSIONS POLICIES

1. a. Do you admit first-time freshman applicants who do not have a traditional high school diploma?

___ No. If no, go to Section III.

___ Yes.

- b. If yes, is any academic certification or credential required for admission?

___ No; go to question 2 this section.

___ Yes. If yes, which of the following alternatives do you accept in lieu of a traditional diploma? Check all that apply.

High school equivalency credential based on completing Tests of General Educational Development (GED) _____

Minimum GED Test scores _____

Adult high school diploma _____

Competency-based high school diploma _____

External diploma program _____

Locally prepared tests _____

Interviews _____

Work experience _____

Portfolio evaluation _____

Other; Specify. _____

Comment. _____

2. Do you require (additional) test scores for first-time freshman applicants?

___ No; go to question 3, this Section.

___ Yes; if yes, indicate which tests are required; check all that apply.

	Test Is Required of Applicants—	
	with traditional diplomas	without traditional diplomas
Scholastic Aptitude Test (SAT)	___	___
American College Testing Program (ACT)	___	___
College-Level Examination Program (CLEP)	___	___
Other; specify. _____	___	___

3. For admitting students on the basis of GED testing, do you accept those students who have GED scores that meet your state's high school equivalency credential requirements?

___ Yes, we accept those who meet the state requirements.

___ No, we have a requirement different from the state; it is an average GED score no less than ____.

___ We do not admit applicants on the basis of GED testing.

Comment. _____

4. How many first-time freshmen were enrolled in your institution in the fall term 1985? How many were enrolled on the basis of GED credentials or test scores? If "hard data" are not available, please provide an estimate and check the "Estimate" box.

	Total First-time Freshmen	No. Admitted on Basis of GED Credential or Score	Check Here if Estimate
a. Full-time	_____	_____	☐
b. Part-time	_____	_____	☐

Go to page 3.

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SECTION IV. ACADEMIC CREDIT POLICIES FOR EDUCATION AND TRAINING IN BUSINESS AND INDUSTRY

1. a. Does your institution grant credit for formal courses offered by business and industry?

___ No; go to Section V.

___ Yes, but only in certain programs. Please specify.

___ Yes, in all programs.

- b. If yes, is credit granted on the basis of recommendations in ACE's *National Guide*?

___ No. If no, go to Section V.

___ Yes.

2. In which of the following categories does your institution grant credit based on ACE credit recommendations for courses taken in business and industry settings? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

___ Vocational certificate

___ Lower div. baccalaureate or associate degree

___ Upper division baccalaureate

___ Graduate degree

3. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____	___	___

4. Is there a maximum number of credits (semester or quarter hours) that can be granted on the basis of ACE recommendations for business and industry courses?

___ No.

___ Yes; if yes, what is the maximum? _____

5. Last year (AY 1984-85) how many students received credit based on ACE recommendations for business and industry courses? What was the total number of credits granted? If "hard data" are not available, please provide an estimate and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

Go to page 5.

SECTION V. POLICIES FOR GRANTING ACADEMIC CREDIT BY EXAMINATION

1. a. Does your institution grant credit based on the results of standardized examinations?

___ No; go to Section VI.

___ Yes.

2. a. For which of the following examinations does your institution grant credit?

College Level Examination Program (CLEP) General Exams (one of more) ___

CLEP Subject Exams (one or more) ___

College Board Advanced Placement Examinations (AP) ___

College Board Achievement Tests ___

American College Testing Program (ACT) Assessment Battery ___

ACT Proficiency Examination Program (ACTPEP) ___

Military (DANTES) Subject Standardized Tests (SST) ___

New York Regents College Examinations ___

Thomas Edison College Examination Program ___

Tests prepared by professional associations e.g., American Chemical Society ___

National Licensure and Certification Examinations ___

State Licensure and Certification Examinations ___

State examinations ___

Faculty developed examinations ___

Other; specify. _____

- b. Does your institution grant credit for any of these examinations based on recommendations in ACE's *Guide to Credit by Examination (CBE Guide)*?

___ No. If no, go to Section VI.

___ Yes

3. In which of the following categories does your institution grant credit by examination? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

___ Vocational certificate

___ Lower div. baccalaureate or associate degree

___ Upper division baccalaureate

___ Graduate degree

4. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

	May Be Applied	Frequently Applied
Courses in a student's major	___	___
Courses in a student's minor	___	___
Elective courses	___	___
General education or distribution course requirements	___	___
Other; specify. _____	___	___
Comment. _____		

5. Is there a maximum number of credits (semester or quarter hours) that can be granted for completion of standardized examinations?

___ No.

___ Yes; if yes, what is the maximum? ___

6. Last year (AY 1984-85) how many students received credit based on completion of standardized exams? What was the total number of credits granted? If "hard data" are not available, please provide estimates and check the "Estimate" box.

	Number	Estimate
Number of students	_____	☐
Total number of credits	_____	☐

Go to page 6.

SECTION VI. ACADEMIC CREDIT POLICIES FOR LEARNING OBTAINED IN OTHER NONCOLLEGIATE SETTINGS

1. Does your institution use other techniques to grant credit for learning obtained in a noncollegiate setting?

___ No. If No, go to Section VII.

___ Yes. If yes, what assessment techniques are used? Check all that apply.

Portfolio assessment ___

Faculty committee assessment ___

Product assessment ___

Assessment of occupational licenses and/or certificates held by student (e.g., allied health, aviation, building trades, etc.) ___

Hands-on demonstration ___

Personal interview ___

Other; specify. _____

Comment. _____

2. In which of the following categories does your institution grant credit for these assessment techniques? The categories in which credit is granted may vary from course to course. Therefore, please check *all* categories in which you grant credit based on ACE's recommendations.

___ Vocational certificate

___ Lower div. baccalaureate or associate degree

___ Upper division baccalaureate

___ Graduate degree

3. To what types of courses may the credit be applied? Indicate if it is frequently applied. Check all that apply.

May Be Applied Frequently Applied

Courses in a student's major ___

Courses in a student's minor ___

Elective courses ___

General education or distribution course requirements ___

Other; specify. _____

Comment. _____

4. Is there a maximum number of credits (semester or quarter hours) that can be granted for these assessment techniques?

___ No.

___ Yes; if yes, what is the maximum? _____

5. Last year (AY 1984-85) how many students received credit based on these assessment techniques? What was the total number of credits granted? If "hard data" are not available, please provide estimate and check the "Estimate" box.

Number Estimate

Number of students _____

☐

Total number of credits _____

☐

SECTION VII. ADVISORY SERVICES

ACE provides telephone and mail advisory services to assist institutions in using the credit recommendations in its several *Guides*. Has your institution used any of these advisory services?

___ Yes. If yes, indicate for which *Guide* the advisory services were used. Check all that apply.

___ No

___ Do not know

Military Guide ☐

National Guide for Training Programs ☐

Credit by Examination Guide ☐

Comment. _____

Thank you for your cooperation.

Please return this form by May 2, 1986 to:

Higher Education Panel

American Council on Education

One Dupont Circle Suite 829

Washington, DC 20036

Please keep a copy of this survey questionnaire for your records

Name of Respondent _____

Department/Office _____

Telephone (_____) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel (HEP) forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* published by the U. S. Department of Education's Center for Statistics. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample, or an appropriate subgroup is used.

The survey mechanism relies on a network of campus representatives at institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 487 institutions in one of the half-samples of the panel. Ex-

cluded were professional schools of medicine, health sciences, and law and institutions with upper-division or graduate programs only. The questionnaire was mailed on March 28, 1986. After mail and telephone follow-ups, 391 usable responses, or 80 percent of the half-sample, were received.

Data from the 391 responding institutions were weighted and adjusted to represent 3,101 colleges and universities. Table B-1 shows the stratification design.

As used with all Panel surveys, data received were adjusted for item and institutional nonresponse within each cell. Institutional weights were then applied to make the Panel data representative of the national population.

Table B-2 compares survey respondents and non-respondents on several variables. Response rates were greater than average among universities and two-year institutions. Lower than average response rates were recorded for independent institutions, baccalaureate, specialized and small (less than 1,000 full-time equivalent enrollment) colleges.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		3,101	391
1	Large public doctorate-granting	a	104	43
2	Large private doctorate-granting	a	58	25
3	Large public comprehensive	a	92	40
4	Large private comprehensive	a	26	8
5	Large public specialized	a	4	1
6	Large private specialized	a	8	1
7	Large public two-year	a	43	15
8	Public comprehensive	5,500-8,999	56	15
9	Public comprehensive	(5,500	108	19
10	Private comprehensive	(9,000	126	18
11	Public baccalaureate	(9,000	127	15
12	Private baccalaureate	1,350-8,999	166	21
13	Private baccalaureate	(1,350	446	29
14	Public specialized	(9,000	22	2
15	Private religious	(9,000	295	3
16	Private specialized	(9,000	154	8
17	Public two-year academic/comprehensive	6,000-8,999	55	15
18	Public two-year academic/comprehensive	4,000-5,999	72	15
19	Public two-year academic/comprehensive	2,000-3,999	155	21
20	Public two-year academic/comprehensive	(2,000	332	21
21	Private two-year academic/comprehensive	(9,000	129	12
22	Public two-year occupational	2,500-8,999	63	14
23	Public two-year occupational	(2,500	221	20
24	Private two-year occupational	(9,000	239	10

*Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of \$35 million or more.

**TABLE B-2—Comparison of Respondents and Nonrespondents
(In Percentages)**

Control, Type and Size of Institution	Respondent (N = 391)	Nonrespondent (N = 96)	Response Rate
Total	100.0	100.0	80.3
Control			
Public	65.5	51.0	83.9
Independent	34.5	49.0	74.2
Type of Institution			
University	17.4	12.5	85.0
Comprehensive	25.6	22.9	82.0
Baccalaureate	16.6	21.9	75.6
Two-Year	36.6	26.0	85.1
Specialized	3.8	16.7	48.4
Full-time equivalent (FTE) Enrollment			
Less than 1,000	21.2	32.3	72.8
1,000–4,999	36.1	30.2	82.9
5,000–9,999	23.0	21.9	81.1
10,000 +	19.7	15.6	83.7

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